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The Prairie View Standard

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Prairie View State College, Prairie View Branch, Hempstead, Texas, December, 1940

No. 4

FRESHMAN ENGLISH PLACEMENT TEST STUDY, 1939-40

BY EARL L. SASSER

Introductory Note

By R. P. Perry, Director,
Arts and Sciences Division

For several years the Division of Arts and Sciences has put forth some effort to coordinate and make more articulate the work of the work of the secondary schools and the college curriculum. This has been done largely by a process of testing incoming freshmen, by sectioning students on the basis of scores made in such tests, and by measuring at intervals the achievement of students in the various departments.

This issue of the Standard, therefore, is devoted to a description and discussion of the process as applied to the most advanced phase of the program of placement and articulation.

For several years the Department of English here at Prairie View College has made some attempt at placing its freshmen according to their achievement as indicated by the score made on an objective test in such English essentials as grammar, sentence sense, and diction. This article attempts to present some analysis of the tests as used with the September, 1939 freshmen.

The test was in two major divisions. The first, dealing with grammar and diction (usage), called for identification of 186 characteristic errors contained in 157 sentences which had been selected from student papers. The second part consisted of a multiple choice vocabulary test of 99 items.

A total of 284 students took the test upon entrance in September. They set percentile norms and were grouped as follows:

On the basis of these percentile scores, as far as was practical, we sectioned together those cases with a 90th percentile score or above and labeled the section "superior"; those cases with a 25th percentile score or below we sectioned together and labeled the sections "slow moving"; those cases with scores between the 25th and the 90th percentiles were

sectioned together and labeled "average."

When the test was given again in January just before the semester examination the 262 cases of students, who also had taken the September test, showed considerable gain as may be seen in the following percentile norms which they set:

TABLE II

Comparative Percentiles of Score Made by 262 Freshmen on the Objective Test in English Essentials in September, 1939 and again in January, 1940

Percentile	September	January	Points Gained	Percent Gained
90th	157	220	63	40
75th	123	179	56	45.5
50th	91	144	53	58
25th	63	93	30	47.6

While the entire group registered considerable gain on the retest (January) in general, the labeled sections maintained their placement status, for example, almost 100 per cent of the "superior" group registered on or above the 90th percentile.

The entrance 25th percentile point (65) embraced 68 cases. Of the 262 cases (81) 33 per cent failed in the course. Of the 81 failures 50 per cent (40) had scores below the 25th percentile at entrance.

Of those 68 who fell below the entrance 25th percentile (65) twenty-six, approximately 40 per cent, passed the course. In other words 60 per cent of those who fell in the lower quartile at entrance failed in the course. Yet if on the basis of the scores made on this test at entrance we had put the lower quartile group into a non-credit class, we would have denied that group opportunity to do creditable work; this would hardly have been justifiable since 40 per cent of the group actually did creditable work.

More than one-half (60 percent) of those who fell below the 25th percentile failed in the course, however, some of the upper quartile failing cases registered entrance scores as high as the following: 165, 159, 148, 140, 134, 132, all being scores above the entrance 75th percentile of 129. (The highest possible score was 285).

Teachers of such students account for their failure with such comments as follows:

Lack of application. Indifference, indolence; will not submit assignments. Lack of effort; lack of industry. Knows principles of usage but fails to use them in written composition.

These comments amount to saying that in each case the student could have done the work of the course if he had chosen to do so, hence, they indicate that the test was correct in revealing ability, for failure was attributed to factors other than ability.

While use of the test for placement purpose was based upon the scores from the 284 students who took the test in September, the report of its use as an instrument for measuring achievement is based upon 210 cases of students who took the test each of the three times it was given, at entrance in September, at first semester examination in January, and second semester examination in May. Table III shows this achievement.

(Continued on page 2)

TABLE I

284 Freshmen English Students Grouped According to Scores on Entrance Test September, 1939

Percentile	Score	Group
90th	160	Superior
75th	129	Average
50th	91	Average
25th	65	Slow Moving

(Continued from page 1)

TABLE III

Comparative Percentiles of Score Made by 210 Freshmen Who took the Test in English Essentials each of the three times given in 1939-1940

Date Given	Percentile	Usage	Vocabulary	Total Score	Total Gain
Sept.	90th	127½		162	
"	75th	110		143	
"	50th	78		96	
"	25th	55		88	
Jan.	90th	153	77	288	(66)
"	75th	127	66	190	(56)
"	50th	95½ (17½)	52	151½	(61½)
"	25th	66 (11)	28	102	(14)
May	90th	152 (-1)	88 (10)	299 (1)	67
"	75th	132 (5)	76 (10)	203 (13)	69
"	50th	107 (11½)	62 (10)	164½ (13)	74½
"	25th	74 (8)	43 (15)	122 (20)	34

Taking the 50th percentile (median) to illustrate what the table shows, we may see that the January test registered a total gain of 61½ points over the September test and the May test registered a total gain of 61½ points over the September test and the May test registered a total gain of 13 points over the January test. The total gain in May over the September point is 74½ points.

The greatest percentile group gain 66 points was registered by the January 90th percentile group, however, in the May test, the 25th percentile group shows the most total gain 20 points.

The score on the vocabulary at entrance were too low to justify attempt at tabulation, however, the January test registered a 50th percentile score of 52 on the 99 items, while in May this percentile score advanced 10 more points to 62.

Although the test was given at the end of the term the score made had no effort on the grade awarded for the course. However, we were curious to discover the extent to which the test predicted the grade awarded for the course. To do this we attempted a correlation between the May achievement scores and second semester (May) course grades. Since the course grade was stated in letters symbols, we converted the numerical test scores into letter values by assigning to certain percentile groups letters values as follows:

"A" covers scores from the 90th through the 99th percentile 299-283 "B" covers scores from 75th through 89th percentile 203-228; "C" covers scores from 50th through 74th percentile, 122-202; "D" covers scores from 25th through 49th percentile, 74-121; "E" covers scores from 10th through 24th percentile, 20-73; "F"

covers scores from 0-19th percentile, 0-19.

We then arbitrarily assigned to each letter a numerical value as follows: A—6; B—5; C—4; D—3; E—2; F—1.

Using the Pearson product moment method to determine the relationship between the achievement test scores and the second semester (May) course grades of the 210 students we found r, the coefficient of correlation to be .5 with a probable error of .03.

While not high, the correlation is substantial and perhaps provides some basis for the opinion that the achievement test scores justifiably might have been used as a basis for awarding grades for the course.

The following list of words use on the vocabulary test shows the number and percentage of correct answers based on a total of 205 cases from the second semester (May) re- test.

It should be kept in mind that this

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second semester re-test is the third time these students had taken this test and that the scores on the first test were so low as not to warrant tabulation.

The list should be read as follows:

The word solvent was correctly answered by 52, or 25 per cent of the 205 students who took the test.

Words	Correct Answers	Percent
solvent	52	25
specious	54	26
crucial	80	39
virile	83	40
spontaneous	88	42
sedulous	91	44
rancorous	103	50
cosmic	116	56.8
succinct	117	57
prolix	117	57
furtive	120	58.5
insipid	121	58.5
predominate	122	58.5
irresolute	124	60
poignant	124	60
lucrative	127	62
voracious	180	63
decoy	131	63.5
implicit	132	64
urbanity	133	64
circumspect	134	64.4
perennial	143	64.4
detestable	138	67
satiate	138	67
amenable	140	68
impunity	142	69
morose	143	69.76
omnipotent	143	69.8
incompetent	146	71
extraneous	154	75
usury	154	75
ethereal	160	78
frustrate	165	80.5
succor	166	81
caustic	168	82
loquacious	169	82
enhance	169	82
ecstasy	170	83
augment	172	84
congruous	173	84
eccentric	173	84
illiterate	174	85
reiterate	175	85
candid	175	85
indolent	177	86
indictment	183	89
felon	187	91
miniature	188	91.7
affluent	191	93
garrulous	195	95
ingenious	50	24
garble	55	26.8
disparage	61	29
tentative	66	31.7
tenure	67	33
prate	167	81.5
alienate	70	34
laconic	73	35.6
flaccid	79	38.5

(Continued from page 2)

Words	Correct Answers	Percent
facetious	80	39
fortitude	81	39.5
sordid	82	40
fastidious	86	42
apathetic	87	42
respite	89	43
vacuous	90	44
rampant	91	44
infer	92	44.87
askance	97	47
implicit	98	47.8
noxious	100	48.78
presumptuous	100	48.78
synthesize	102	49
officious	104	50.7
naive	107	52
contemptible	108	52.68
acme	108	53
plausible	110	53
senile	111	54
insurgent	112	54.6
fallacy	113	55
veracity	113	55
feasible	113	55
impeccable	120	58.5
impious	121	58.5
celerity	121	58.5
omen	122	58.5
morale	120	62.9
myriad	130	63
rabble	130	63
ultimate	132	64
pro prowess	135	65.8
recapitulate	136	66
astute	153	74.6
amalgamate	160	78
epitomize	160	78
atrocious	164	80
blatant	169	82
affluent	176	86

TEST

- Students were asked to encircle each error.
1. If I can aid my fellowman in any way.
 2. Tomato plants should be set around April 1st. to May 1st.
 3. It tell something which is new to a lots of people.
 4. I felt like Prairie View could give me what I wanted.
 5. Adam was always during the right thing at the right time.
 6. Most anybody will tell you where he lives.
 7. With an aunt working on the campus who believed that I was too young to go anywhere that was far from the campus where she could not see me very often.
 8. It was a swell day throughout.
 9. Some of the kids here look forward to commencement.

(Continued on page 4)

As mentioned earlier, the test was given three times, first at entrance in September, second, just before the first semester examination, third just before the second semester examination. The following table shows the score made by each student each time he took the test, the course grade, the name and location of the school from which he graduated.

From the table not only may each school listed see what its representative did, but when studied in connection with the actual items used on the test (see column one, this page) this report may serve to indicate the type English language work which needs more stress.

Name of School	Location	Student	Entrance Test Score	1st. Sem. Re-test	1st. Sem. Grade	2nd. Sem. Grade	3rd. Test Score
A. J. Moore,	Waco	.....	98	110	F	C	129
Anderson,	Austin	.....	125	144	D	F	160
			95	113	D		
			114	162	D	C	199
			138	193	D	D	209
			170	214	C	C	203
B. T. Washington,	Bonham	.....	57	58	D	F	115
B. T. Washington,	Cleburne	.....	70	130	C	D	139
B. T. Washington,	Dallas	.....	155	259	C	C	261
			48	56	F	F	89
			74	154	F	C	164
			101	150	B	D	144
			74	108	F	F	121
			57	78	D	F	78
			19	59	F	C	155
			94	165	D	D	163
			88	164	D	D	139
			187	257	C	B	235
			78	147	D	F	113
			126	191	C	C	206
			82	112	F		
			134	214	B		
			58	87	D	D	72
			61	101	D	F	101
			52	74	D		
			51	133	F	D	128
			73	109	C	D	147
			101	178	D	F	171
B. T. Washington,	El Reno, Okla.	.....	51	174	B	D	182
B. T. Washington,	Greenville	.....	26	61	D	F	54
B. T. Washington,	Houston	.....	123	152	C	D	198
			89	198	D	D	212
			93	125	D		
			162	239	B	C	223
			111	119	C	C	97
			140	145	F	C	182
			103	138	C	D	139
B. T. Washington,	Marlin	.....	169	215	D	D	223
			130	211	C	E	209
			98	138	F	F	
B. T. Washington,	Mt. Pleasant	.....	126	115	D		
B. T. Washington,	Teague	.....	102	149	D	C	209
B. T. Washington,	Wichita Falls	.....	206	264	A	B	260
			60	67	F	D	48
B. T. Washington,	Vernon	.....	54	48	D	F	113
B. T. Washington,	Groesbeck	.....	95	146	D	D	193
			81	94	F	D	117
			91	147	D	F	159
			96	163	D		
			44	43	F	D	109
Brookshire Hi,	Brookshire	.....	73	137	D		

(Continued from page 3)

10. Ruth was the woman who stayed back in Moab.

11. He had very little belongings.

12. I thank the other author made

13. They believed in during the wrong thing all the time.

14. Carver, who was borned in Iowa, beated Douglas twice.

15. Theme writing has been very difficult to me.

16. They suspicioned Zacharia had seen a vision.

17. A pair of mules and a wagon to transfer the wood to the pit.

18. She played like she was old and feeble.

19. Ruth and Boaz married and raised a family.

20. Mother did not object to me going with John and Will.

21. Mr. Cash saw that they had a liken for each other.

22. One must be quite around the animals.

23. They are about to past out.

24. The principle of my school will give me a recommendation.

25. We shall feast on meet.

26. Prairie View is owned by the state and they are able to get the best teachers.

27. She new that he probably would kill Jacob.

28. Ruth lacked Naomi very much.

29. At least one acre was cultivated with fifteen difference kind of implements.

30. Jacob was a kind of a smart man.

31. I motion that the game be postponed.

32. They told me to get off of the train.

33. He gave the children permission of having all they desired.

34. I have been milking cows every since I was eight years old.

35. For instant, students that need jobs cannot buy their books.

36. There was all ways some one getting on the train.

37. In typing like in music one should practice daily.

38. He decided to return back and be a servant.

39. He came from out of the vilage where she birthed another child.

40. It used to be a time when operations were rare.

41. The play last night was pretty good.

42. Upon arriving to Prairie View, we had a great deal of fun.

43. He went through hardships to try and give his people freedom.

44. Naomi told the woman to go back to the land of which they came.

(Continued on page 5)

Name of School	Location	Student	Entrance Test Score	1st. Sem. Re-test	1st. Sem. Grade	2nd. Sem. Grade	3rd. Test Score
			50	107	F		
			39	111	F	D	109
			210	250	C	B	247
			76	80	F	C	108
			124	182	F	C	204
			103	159	D	D	151
			10	36	F	D	40
Central Hi., Marshall			155	226	C	C	259
			102	142	D		
			64	66	F		
			45	122	D	F	114
Central Hi., Soulk			17	29	F	D	57
Central Hi., Troup			63	46	F	D	106
Center Point Hi., Pittsburgh			66	59	F		
Charlton-Pollard Hi., Beaumnot			92	168	D		
			121	198	C	D	183
			72	174	B	D	205
			32	74	D	D	88
			68	73	D	E	158
			93	150	F	C	168
Cheatham Hi., Clarksville			115	139	C	D	158
Clay Hi., Clay			109	168	D	D	150
Chrispus Attucks Hi., Indianapolis, Ind.			155	199	D	D	229
Crockett Hi., Crockett			52	64	F		
D. D. & B. Institute, Austin			170	226	C	C	237
Doule Hi., Cuero			159	220	D	C	208
Dunbar Hi., Lufkin			82	118	C	C	129
Dnubar Hi., Little Rock, Ark.			117	120	D	F	206
			89	143	D	D	131
			114	148	D	D	194
Dunbar Hi., Temple			90	197	D	F	185
			147	149	B		
Dunbar Hi., Mexia			58	44	F	F	84
Dunbar Hi., Texarkana			158	212	D	C	53
			77	89	D		
E. A. Kemp Hi., Bryan			68	76	D	D	129
			133	174	C	F	195
			74	172	F	F	176
East Peorie Com. Hi., E. Peoria, Ill.			180	167	D	D	156
E. J. Campbell Hi., Nacogdoches			157	239	C	C	257
E. H. Henry Hi., Eagle Lake			121	164	C	F	192
Fairview Hi., Linden			109	161	C	D	226
Englewood Hi., Chicago, Ill			165	200	F	C	177
Evanston Township, Evanston, Ill			221	251	C	C	251
Fisher Hi., Athens			105	177	C	C	175
F. Douglas Hi., Denton			120	214	D		
F. Douglas Hi., El Paso			134	187	C	C	202
F. Douglas, Jacksonville			90	151	D	C	156
			72	125	D	F	159
F. Douglas Hi., Sherman			120	156	C	C	158
			120	176	C	B	186
F. Douglas Hi., Sulphur Springs			126	140	D		
F. W. Gross Hi., Victoria			59	125	F	D	142
Gibbons Hi., Paris			157	237	C	C	217
			81	137	D	C	149
			83	115	F	C	117
			108	186	D	D	211
			86	115	D	C	156
			52	53	F		
			120	155	C	C	197
Butler College, Conroe			43	86	F		

(Continued from page 4)

45. Isaac sit out to earn an honest living.

46. There are quite a few students on the Prairie View campus. hisself very clear.

47. After going threw Prairie View, I found that I liked it find.

48. Even if a person do you wrong do not hold it against him forever.

49. It should be used to farther education.

50. They gave it to Mary and I.

51. The eggs were lain by hens affected with diarrhea.

52. Jacob and Esau was the sons of Isaac.

53. I seen many wonderful sights that I had never seen before.

54. She hasn't no work to report.

55. The Hebrews was in Egypt and they also was in slavery.

56. When one goes to the movies in Prairie View, it seems like he were in the city.

57. The crops were becoming more and more worse.

58. One can get along if they don't have to much pride.

59. The land can be easy enriched.

60. She left early for to be on time..

61. He had men whom believed on him.

62. She told we girls to room together.

63. The floor have almost ruined the rug.

64. He ran Ruth and I out of the field.

65. Ruth were a woman whom stayed in the land of Moab.

66. I came to Prairie View with a undertaker.

67. He chosed his twelve disciples and started the great work.

68. Jacob done the right thing by his father.

69. Texas is where most of our meat is cured.

70. There was a man in a small town whom had to sons.

71. The pleasant part of my vacation was when I was in Houston.

72. Some cool season crops does not mature until summer.

73. They introduced theirselves to the strangers.

74. He made such a splendid speech until he sold them the idea.

75. My knowledge have been broadened.

76. They should not be fed nothing.

77. There is a number of these kind of books in the store.

78. They taken me around to view all the attractions.

79. The round worm is the most

(Continued on page 6)

Name of School	Location	Student	Entrance Test Score	1st. Sem. Re-test	1st. Sem. Grade	2nd. Sem. Grade	3rd. Test Score
Caldwell Hi., Caldwell			134	152	F	W	152
Caldwell Co. Trng. School, Luling			5	63	D	F	79
Center Hi., Center			77	29	F	F	46
Central Hi., Jefferson			122	191	C	D	189
			73	121	F		
			143	186	B	B	190
			123	186	D	C	199
Central Hi., Galveston			98	85	F	D	138
			83	72	F	F	94
Greenwood Hi., Greenwood			87	130	C	C	165
G. W. Jackson Hi., Corsicana			75	107	F	D	148
			75	107	F	D	148
Hardin Hi., Brownwood			159	198	F		
			125	152	C	C	177
Henderson Hi., Henderson			154	230	D	D	234
			67	81	F	D	87
Hilliard Hi., Bay City			141	187	C	D	225
Holy Ghost Hi. Jackson, Miss.			47	40	F		
H. T. Scott Hi., Woodville			49	78	D	F	115
			63	58	F	F	33
			76	112	F	D	100
			97	160	C	D	144
I. M. Terrel Hi., Ft. Worth			85	132	F		
			94	95	E		
			120	170	D	D	159
			45	69	F		
			67	79	F		
			42	87	F		
			88	171	F		
			38	66	F		
			120	167	D	F	182
			120	202	C	C	216
			120	159	D		
			166	227	C	B	182
			90	104	F		
			133	203	C	C	188
			123	169	D	D	164
			57	66	F	F	78
Jack Yates Hi., Houston			61	115	D	C	146
			172	219	D	C	229
			136	188	C	C	186
			126	158	D	C	166
			177	156	D	D	153
			92	163	C	C	158
			126	194	C	C	210
			48	63	D	D	67
			150	225	C	C	215
			161	236	B	A	236
			288	267	B	B	267
			119	168	C	C	182
			108	133	C	D	173
			66	114	D	D	113
Jasper Hi., Jasper			20	24	F	F	43
			83	108	D	F	94
Liberty Hi., Liberty			115	123	D	F	178
Kilgore Hi., Kilgore			73	131	F	F	173
			27	34	F		
La Grange Hi., La Grange			137	122	D	F	150
			121	170	C		
Lincoln Hi., Dallas			110	191	C	D	199
			61	145	D	D	159

(Continued from page 5)

injurious of the parasites that effect hogs.

80. The person who I speak of said. "I sure do thank you."

81. I have been informed that you need a man who have had some experience in dairy work.

82. It seems like I was forgetting something.

83. When she had dranked all the water she set down.

84. Another reason why I came to Prairie View was because my former teachers were there.

85. One should never allow their chicks to sleep in a huddle.

86. We left Galveston and was on our way home.

87. There were a large crowd at his funeral.

88. No matter how hard one works, if he do not work the right way he will accomplish nothing.

89. I read in the Prairie View Informer where you need a office boy to work.

90. It aid in preventing conflicts.

91. All flocks of sheeps feed together.

92. He is asking for men that has faith.

93. The crops should be plowed regular to keep the soil from forming a crust.

94. A series of sermons were preached by the same minister on subjects as following: Love, Faith, Hope, Charity.

95. Not only does he hunts for food but he hunts for a place to call home.

96. If I was to go, I would have to go home first.

97. It looks like we are going to take examination tomorrow.

98. One day Ruth went into Boaz field to gather the remaining crops.

99. This method is use to pulverize the soil.

100. Mrs. Bradley points out how she was able to raise chicks so successful.

101. Moses moved slow at the command of God's word.

102. The time Ruth stayed with Naomi is when she was alone.

103. Some says that they have breed the birds.

104. I begun my final preparations in August.

105. Our shoes comes from skin.

106. I feel like we are not going to finish this work.

107. All of these cows gives good milk.

108. Anything worthwhile requires more of a persons time than they think it does.

109. Man also eat animals.

(Continued on page 7)

Name of School	Location	Student	Entrance Test Score	1st. Sem. Re-test	1st. Sem. Grade	2nd. Sem. Grade	3rd. Test Score
			38	77	D	D	87
			88	130	F		
			158	234	D	C	240
			99	225	B	C	212
			142	182	C	D	204
Lincoln Hi., Kansas City, Mo.		90	162	D	D		136
Lincoln Hi., Palestine		97	122	F	D		147
Lincoln Hi., Port Arthur		151	206	D	C		220
		212	245	D	D		221
		130	217	C	C		243
Longview Hi., Longview		152	213	B	C		214
Mobile Co. Trng. School Mobile, Ala.		45	27	F	F		44
Navarro Co. Trng. School, Kernes		48	70	D	D		129
Navasota Hi., Navasota		238	191	D	D		232
		104	146	C	C		163
		181	249	C	C		240
Waxahachie Hi., Waxahachie		72	173	C	D		170
		132	211	B	C		218
		103	154	F			
Phillis Wheatley Hi., Houston		121	153	D	D		155
		38	33	D	D		168
		43	28	D	F		127
		73	104	F	D		135
		52	53	E	C		139
		95	146	D	D		170
		73	99	D	D		112
		92	217	B	C		209
		88	153	D	F		132
		14	69	F	D		55
		188	150	C	B		190
Phillis Wheatley Hi., San Antonio		143	181	C	D		169
		81	101	D	C		148
		80	167	D			
		110	110	D	F		123
		37	74	F			
		76	159	D	D		177
Pickard Hi., Brenham		167	213	F	C		221
		16	60	F			
		83	130	F	C		176
		128	154	F	D		137
		140	211	C			
		86	143	I			
		119	157	B	C		218
Powell Point Hi., Kendleton		42	129	D	E		153
		80	165	D	C		208
		62	97	F	D		115
		37	19	F	F		73
		73	166	C	D		167
Prairie View Trng. School Prairie View		148	189	F	D		211
		123	163	F	D		152
		59	65	D	F		88
Robertson Co. Trng. School, Calvert		119	200	C	F		193
Scott E. J. Hi., Tyler		21	33	F	F		55
		71	180	D	D		147
Sam Schwarz Hi., Hempstead		42	102	F	D		182
		54	96	D	C		152
		83	104	F	F		94
		59	26	F			
		140	211	C			
San Angelo Hi., San Angelo		136	202	C			

Name of School	Location	Student	Entrance Test Score	1st. Sem. Re-test	1st. Sem. Grade	2nd. Sem. Grade	3rd. Test Score
Sand Hill Hi., Oakland			5	43	D		
Smith Grade School, Gause			71	153	D	C	182
S. M. Coles, Corpus Christi			109	185	C	C	182
			86	143	I		
			119	157	B	C	219
St. Mary's Hi., Vicksburg, Miss.			172	226	D	C	202
Sumner Hi., Kansas City, Kan.			160	237	D	C	227
Timpson Hi., Timpson			25	13	F	F	71
			52	43	F	D	85
Wharton Hi., Wharton			75	82	F	F	97
			124	176	C	D	231
			212	261	A	A	255
			79	160	D	C	172
			82	162	D	D	201
			120	192	C	D	168
Wiergate Hi., Wiergate			115	149	C	C	146

(Continued from page 6)

110. Whenever we was asleep, we was awakened by the porter.
111. The work on Boaz farm was hard.
112. The test papers were so long until I got tired.
113. They could not raise nothing but broomsedge.
114. The musician seem to be excited last night.
115. The characters of the play were good actors.
116. When one of us was absent, you could always count on the other.
117. I wish I was you because doing the summer we live near six blocks from the school.
118. There were lots of other apples in the box.
119. I were not pleased with the school.
120. He sent insignificant persons whom later became the most outstanding.
121. She gave the book to John and myself.
122. The reason I came to Prairie

- View is because it offered what I wanted.
123. The animal's hide was removed while it was laying on the ground.
124. A student who makes a grade less than "C" do not need to hold a job for pay.
125. Another reason for coming to Prairie View was because it was recognized by all the schools.
126. I imagine this young man fool her up.
127. They wants more privileges at Prairie View.
128. The second group of chickens were placed in pen number two.
129. He seem to have been pleased.
130. I sure do want to go home to-day.
131. The man asked me who did I see on the way up the hill.
132. The lady who I introduced is a good friend of mine.
133. It take one four to five minutes to read the material.
134. He worked with she and her mother.
135. They prayed and ask the Lord to give then a child.

136. Many time when a student go to college he forgets his parents.
137. If I was you, I would do better in my classwork.
138. He continued to ask each one of them if they knew of a woman who had bared a child.
139. Ruth and Naomi, after losing their husband, whom died, left the country in which they were living.
140. "God's Trombones" was wrote by Johnson.
141. George Washington Carver and Booker T. Washington are good examples for goys who wishes to become famous.
142. The Germans has taken much land from small countries.
143. They stopped to rest their-selves.
144. Everyone should try to drive careful.
145. Tearing open the letter, a ticket fell out on the ground.
146. Dorinda felt terrible bad about her affair with Jason.
147. My mother was real hurt when I could not come home.
148. I was sick until I could not see no possibility of me ever getting well.
149. Some seeds fell upon stoney ground and were devoured by the birds.
150. I would appreciate you looking after this matter.
151. After Jesus had grown up and seeked religion, he had to be baptised.
152. The birth of Jesus is similar to the birth of John.
153. The Nettesheim brothers says that high grade chicks and good poultry houses for them to live in is the first step to poultry profit.
154. They taken their poultry and made it take care of the heaviest expense of the family.
155. In this library is all kind of books, yet the man would appreciate you sending anything.
156. The pigs are kept in lots that has not been grazed by infected hogs.
157. There was two sisters who serve a supper for a bunch of wealthy men.